



The High School Annual.

No. 3.

MAY, 1898.

Vol. 3.

Our Past Year's Work Briefly Reviewed.

It is the purpose of this brief article to call attention to some points of general interest pertaining to the schools; the number of pupils attending, changes made in studies and texts, and the development of some particular studies. We shall also, in a few words, mention a few of our plans for the future.

The total enrollment of the schools of the city at the end of the seventh month of the present year was 3,141, of which number 1,559 were boys and 1,582 were girls. The total number of pupils in attendance at the high school for this year to the present time has been 266, of which number 43 per cent. have been boys.

But few changes have been made in studies and books the present year. In the fifth and sixth grades Hyde's language lessons have displaced Reed and Kellogg's lessons in English, and Metcalf's grammar takes the place of our old acquaintance, Harvey. In the high school it is now Myers' general history instead of Barnes'. A text book in mental arithmetic has been introduced in the sixth grade and its use will be continued in the seventh and eighth grades. Mrs. Keeler's book is now the guide for high school composition exercises. For the first time in some years the senior class of the high school has been studying psychology. Halleck's text is used and the class has greatly enjoyed the study.

In all of the primary and grammar schools within the past year, the pupils have committed to memory choice selec-

tions of literature and if this is continued for several years there will have been stored in the memory a goodly number of the gems of literature. The interest in the reading matter afforded pupils by the board of education has not abated. One need but witness the eagerness of the boys and girls to secure these books to be made a convert to the plan. There are now in circulation in the schools of our city about ninety sets of books, six books making a set. The same plan altered to suit somewhat varying conditions is being gradually introduced into the high school.

In writing of the new things of the year we should mention the exhibit of pictures. Progressive schools everywhere are interested in art education, and it was to call to the attention of our pupils, our teachers and our patrons the importance of this subject that the exhibit was given. All who saw the pictures were pleased and profited and as a practical and very satisfactory result of the exhibit, we may state that between forty and fifty good pictures were secured for our school rooms.

Some of the hopes of a year ago are still hopes with us and still we are trusting that before many months shall pass we shall have installed in our high school a well equipped physical laboratory. Manual training may be a little remote, but it is sure to come.

SUPR. E. D. LYON.

A request for my impressions of the high school includes both favorable and unfavorable impressions. If I were to confine myself to the former, I would be liable to censure for uttering senseless platitudes. If I were to confine myself to the latter, I would, likewise, be liable

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to censure as a pessimist and a croaker. As a matter of fact, I can not say that the Mansfield High School has made an unfavorable impression on me. That is not to say, however, that our high school is all that could be desired. Several improvements might be made to our profit.

Discipline is said to be the most essential thing in the school room. It should rather be considered the chief symptom of the spirit of the school—the outward manifestation of an inward condition. Discipline obtained by the arbitrary exercise of authority is neither wholesome nor valuable. *That school is governed best which is governed least.*

In my opinion, the discipline of the high school has materially improved in the past few years. The change is mainly noticeable in the *spirit* of the school. "It is the letter that killeth and the spirit that maketh alive."

In the past three years the attendance has increased from 220 to 270—an indication that the high school is growing in favor. We have every reason to believe that the enrollment next year will reach 300. Interest in our work has grown apace with our increased attendance.

While there are those who do no more school work than is made necessary by the requirements of the teacher and the spirit of the class, yet the school as a whole puts a premium on scholarship. The hero of the hour is not the one who can make himself the most consummate nuisance in the school, but the one who can maintain the highest standing in his classes by honest effort.

I am confirmed in my impressions of our discipline and spirit of work by strangers who visit our school and who have no interest in misrepresenting existing conditions.

I have already reached my limit of four hundred words and hence must content myself with a mere introduction to what I would say if space permitted.

I can not close without expressing my gratitude for the uniformly courteous treatment accorded me by the high school.

The three years spent in the Mansfield

High School have been the most pleasant years of my experience as a teacher.

D. C. MECK, Principal.

When asked to write a summary of my year's work, I took myself back to last September, when full of energy, full of enthusiasm, I entered upon another year's work.

My vacation had been spent in the shadow of a university so that I met my classes with many new plans, many new suggestions, the result of a teacher's conference and conversations with the president and professors. But no thought left a deeper impression upon me than the increasing demands of colleges upon high schools. It is this strong pressure that is causing us some friction and some remorse over unsatisfactory results; for the requirements must be met, not only in quantity but quality of work.

Last June the passing grade of sixty-five per cent. meant more in my classes than ever before. That mark meant to the pupil who reached it in my "First Year Latin" class, a mastery of the inflections, a foundation vocabulary, a clear knowledge and grasp of the elementary rules of syntax. If in spite of "line upon line and precept upon precept" in spite of appeals to closer application a pupil had not the foundation necessary for a four year's course in Latin, though harsh the criticism and unkind the feeling of the parent toward me, he was asked to take over the work, either during his summer vacation or the next year in the high school.

As a result my class reading Cæsar this year have done excellent work; for they had a thorough foundation. The Gallic wars did not seem a continuation of Latin rules and sentences. But it was history, a story of real life, with its struggles, its defeats, its victories.

With this more than satisfactory result again in June, a strong dividing line will be drawn between "him that hath and him that hath not." If a pupil, again in spite of the daily exercises, in spite of the extra drill I have given him after

school hours, has not the foundation necessary, he will be asked to take over the work. Anything else would be lowering our standard, unkindness to him, injustice to myself.

During the last half of the year I have had two interesting classes in American government. We have spent more time upon township, county and state government than upon federal government. I deem it more necessary for a pupil to know the duty and power of the county and state officers than those of the federal government if he is to become an intelligent and practical citizen.

Now, a word to the pupil who will enter the high school in the autumn and the question of choosing the Latin course is a puzzle. The one requisite for this course is a thorough knowledge of English Grammar. If a pupil has this foundation "to him that hath it shall be given" is especially true in the study of Latin.

Do not look upon the study as the Frenchman did who said, "O, Latin is an inhuman, impractical sort of speech any way. The Romans tried it for several centuries, then gave it up for Italian." The eloquence of diction, the mastery of style, the valuable discipline that comes from this seemingly dry subject, can not be secured in any other way. While it is not the purpose of our high school to teach a trade, to fit or turn out expert business men, *it is our aim* to prepare for intelligent citizenship. *It is our desire* to follow such lines of work that long after Latin rules and case endings will be forgotten there shall be left for the mind a mastery of its powers, a tendency to acquire and appreciate knowledge. *It is our duty* to give our boys and girls such training that will develop them into the best and broadest men and women.

FLORENCE HOUSEL.

Some time ago in looking over a school journal, I found a little poem, or perhaps I ought not to call it by so dignified a title, some rhymes would probably be more appropriate. The story they told was somewhat as follows: A teacher sat

at her desk after her day's work was finished, and being weary and somewhat depressed she fell asleep and dreamed. In her dream she passed from earth into the life beyond. Ages rolled away, and her spirit was allowed to roam once more among the familiar scenes of earth. She came to the spot where kind hands had buried her earthly body and found the ground nearly built over. Two laborers digging there threw out a skull, and a disciple of Galen passing by, so the story runs, picked it up, and examining it carefully, found that the inside was completely lined with figures. Musingly, he said: "Just as I thought. How easy it is to tell them." "It's a great curiosity, sure," said Pat, "by the bones you can tell the creature." "O, nothing strange," said the young M. D., "that's the skull of a nineteenth century teacher."

As there rose before me visions of those hundreds of algebra and arithmetic papers which have come to me during the year for inspection, I felt certain that sometime in the years to come the above story might be truthfully repeated with regard to myself. My work during the past seven months has been entirely mathematical. Ninety-five pupils began algebra in September, eighteen began business arithmetic, a number mental arithmetic, and a small class, bookkeeping. The same work has been continued throughout the year, with the single exception of senior review for mental arithmetic.

A dozen or more D class pupils have withdrawn from school, but we still have a class of eighty-five, the greater part of whom have good prospects for becoming C pupils next year. From the character of our work, we have been obliged to be very exact. We could not work thoughtlessly or carelessly and do well. Some, doubtless, have found the road difficult to travel and have become discouraged, but those girls and boys who possess ambition and will-power have done well. They have also learned the important lesson, that nothing really

[Continued on page 6.]

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COMMENCEMENT.

NOT my own am I, but the World's,
and time flies fast, and Heaven
is high, and Hell is deep.

CARLYLE.

The time draws near which marks the severing of the ties which bind the Class of '98 to the Mansfield High School.

Beyond its portals the world awaits our coming—unknowing, not caring; yet we know, that for better or for worse, twenty-six people must make some change in it.

We know, too, that we shall there miss the well-planned schedules and the urging and restraining influences of our teachers; and we wish that we, like Goethe's ideal state, might go forth with both Hope and Fear in fetters, and with Providence as our guide.



CLASS SONG.

Twelve winter suns hung low,
Twelve summer suns shone high;
Summer blossoms, winter snow—
So passed our school life by.

Now at the parting ways
Our hearts and hopes are two—
Hearts still cling to other days,
But hopes the future woo.

Love we the other days
Freighted with work—not care.
Hope we for the future days,
Though both await us there?

One lesson we have learned:
Each achievement costs a price;
Something grasped means something spurned,
"Success means sacrifice."

Snide Talks

By Ruth Hasho'er.

Under this heading Miss Hasho'er will do her little best to guide inexperienced young people in the straight and narrow path.

Rupert C.—Doubtless the style of coat you refer to is the one known as the "Inferno coat." It is said to be very warm, although I myself would not recommend it.

"Dovie" C.—No, I do not think it advisable to tell a teacher that you read "widow twice" in her palm; it might raise false hopes. (2) No, I can give no cure for such a settled melancholy as you seem to have.

M. L. K.—It is and ever has been my firm conviction that one of my girls should never allow a young man to put his arm around her waist when a teacher is looking.

Claude.—By no means! To hang one's self is very bad form, even for one disappointed in love—as you say you are.

Miss Hill.—No, I do not understand why Edward Preston should think you were addressing him when you used the phrase "diminished devil."

"Pipin" Preston.—It is very unwise in you to use such a preparation for curling your hair. It is very apt to produce softening of the brain. If it is not already too late, stop it at once. E. P.

Programme.

An Evening With Living Characters.

1. Fred C. Baxter....Thos. A. Edison—Contributions to Science.
2. Grace Blanche Byerly.....Social Progress during Reign of Queen Victoria.
3. Nellie Leone Byrd.....Life and Powers of Dr. Talmage.
4. Laura Virginia Bristol..Life and Character of Gladstone.
5. Louise A. Constance.... Life and Character of Clara Barton.
6. Katharine Mitchell Courtney.....Sherman, the Statesman.
7. Nina Eggert..Influence of Queen Victoria's Reign.
8. Nellie Geneva Needs, William Dean Howells
9. Randolph Y. McCray John G. Woolley—The Temperance Advocate.
10. Mary Louise King ...Life and Character of Queen Victoria
11. Lillian Schad.....Official Character of Li Hung Chang.
12. Herman A. SaiterBismarck, the Soldier
13. J. Edwin Sawhill, Life of William T. Harris
14. Steve Ward..... Biography of John Sherman
15. Helen Anna Meily....Li Hung Chang—Influences on his Native Land
16. Walter Lantz...The Investigations of Tesla
17. May Louise Sullivan.....Adelina Patti
18. Edward E. Preston, Sherman, the Financier
19. Nellie E. Funston...Thos. Bellington Booth
20. Mary J. Ackerman....Early Life and Character of Bismarck.
21. Rupert Cox.....Gladstone, the Statesman
22. Albert Krause.....Bismarck, the Statesman
23. Claude R. Yardley....John H. Vincent, the Exponent of Popular Education.
24. Martha E. Pittinger..Lady Henry Somerset
25. Edith Patterson.....John Ruskin
26. Kittie V. Ford James Whitcomb Riley

Our Past Year's Work Briefly Reviewed.

[Continued from page 3]

worth having is obtained without labor. I think also that their daily contact with each other in class work has led them to see the truth of the statement, "That the difference between one pupil and another is not so much in talent as in energy." The pupils in bookkeeping have learned many useful things, which we hope they may be able to put into practice. This knowledge we wish might be obtained by many other pupils who spend only a short

time in the high school. No year could be spent in any work and everything prove to be absolutely satisfactory, but many times when we seemed to have failed in what we have desired to accomplish, the familiar words of Longfellow come to us with great helpfulness:

"To endeavor is in vain;
It's reward is in the doing."

It has been said that that nation is happiest which is without a history; so this year of ninety-eight, in which nothing has occurred to seriously disturb us, will be remembered as one of the happy years of our school life.

ANNA M. SNYDER.

Einige Gedankenpläne über das Studium des Deutschen

— von —

Bertha Ruch.

Ich bin beauftragt worden, meine Ansicht über die Arbeit in den deutschen Klassen niederzuschreiben. Es wurde geglaubt, daß ein kurzer Bericht in der deutschen Sprache Interesse erregen würde. Ich werde mich bemühen, meinen Schülern so verständlich wie möglich zu sein.

Im Großen und Ganzen bin ich zufrieden mit den Fortschritten die meine Schüler gemacht haben, obgleich es hier und da noch viel zu wünschen giebt. Hier gilt das Sprichwort, daß Sie schon so oft gehört haben: „keine Vortrefflichkeit ohne große Arbeit.“ Es giebt keinen kurzen Weg zum Erfolg.

Die Aussprache ist sehr wichtig und im Allgemeinen auch gar nicht schwer. Die Umlaute sind sehr schwer und auch das *ch*. Aber hier gilt auch wieder das Sprichwort: „Übung macht den Meister.“ So viele Schüler verwechseln das *e* mit dem *i* *e*. Mein Herz würde Halleluja singen, wenn das nicht mehr der Fall wäre.

Wenn man eine fremde Sprache studiert, muß man notwendigerweise

viel auswendig lernen. Die Deklinationen und Konjugationen müssen absolut gelernt werden. Es ist nichts das so lohnend ist als dieses Auswendiglernen; Schüler, welche dieses versäumen haben gewöhnlich eine babylonische Konfusion in ihren Sätzen, welche wahrhaft schrecklich ist.

In allen Klassen wird eine Stunde in der Woche dem Erzählen von Geschichten oder dem Lernen von Citaten gewidmet. Wenn es manchmal vorkam daß ich den „Geschichtentag“ vergaß, so wurde ich gewiß nicht daran erinnert. Dieser Tag ist vielen Schülern sehr unangenehm, und doch halte ich das Lernen von Abschnitten von großer Wichtigkeit. Erstens, wird der Wortschatz des Schülers vermehrt, und das ist keine Kleinigkeit; zweitens, werden grammatikalische Formen gelernt; drittens, wird der Abschnitt laut gesagt, und es bietet sich eine gute Gelegenheit die Aussprache zu verbessern; viertens, die übrigen Schüler welche zuhören, erhalten Gelegenheit ihr Ohr zu bilden. In diesem Tage befolgen viele Schüler den Rath des unsterblichen Shakespeare, wo er sagt: „Die Kürze ist die Seele des Witzes.“ Ich möchte bei solchen Gelegenheiten immer sagen, Die Länge ist die Seele des Witzes.

Wenn wir einen längeren deutschen Kursus hätten, wäre es viel besser. Zwei Jahre sind nicht sehr lange. Doch dieses wird auch mit der Zeit geändert werden, und wir werden die vier Jahre haben, wie es in den meisten Hochschulen der Fall ist.

Die Frage wird gestellt: „Warum soll das Deutsche überhaupt gelehrt werden?“ Göthe sagt: „Derjenige welcher keine fremde Sprache versteht, versteht nicht den wahren Geist seiner eigenen Sprache.“ Der Schüler welcher Deutsch gehabt hat, wird die Form des englischen Satzes und die wahre Bedeutung des englischen Wortes besser verstehen, als derjenige der nur Englisch sprechen kann. Die Geschichte zeigt uns ja, daß die englische Sprache

eine germanische ist. Das Gedächtniß, die Vernunft, und die Genauigkeit werden entwickelt.

Das Unterrichten im Deutschen ist nützlich, ob man es vom linguistischen, vom literarischen, oder vom praktischen Standpunkte aus betrachtet.

It is not an easy task to sum up a year's work in a few sentences. That such a summary has its value cannot be denied, since it gives, as it were, a bird's-eye view of the whole subject which has been studied.

The A Class have studied Vergil. They have been traveling with Aeneas from lofty Troy to Italy. Sailing through the Aegean Sea into the Mediterranean, they heard of the dangers of Sylla and Charybdis, saw the flames of Aetna and came to Carthage, the city of the beautiful queen Dido. A stop was then made at Sicily to witness the games in honor of Father Anchises and then a short sail to Italy and the journey was over. There were some difficulties along the way, but who will say that there were not also many pleasures in reading the great poem?

The B Class have struggled with Cicero, not in legal but in grammatical contests. They have remained unmoved by the bursts of eloquence and oratory, so concerned have they been with his sub-junctives and his ablatives, his gerundives and genitives. With these as stepping stones, the appreciation of the oratory such an orator as Cicero, will surely follow.

Since the time of the Greeks and Romans, Rhetoric has been an important study in the education of the youth. While it may not vie in interest with those studies which treat of the natural world, it holds a high rank among the studies for training the student to express his ideas. The D Class have studied Punctuation, Diction, Figures of Speech and the History of the English Language. All of which will prove of more value in their future work than is imagined.

H. R. CORNELL.

The Value of a College Education.

Fellow Students of Mansfield:

We think we have at Delaware as beautiful a location, as pure, and wholesome, and joyous a body of students, as high a standard of scholarship, and as reasonable expenses as can be found in any college in the state. Instead of boasting of the Ohio Wesleyan University, however, it seems to me better to talk with you a little while about the advantages of a college education. A few years ago I found in W. F. Craft's book entitled "Successful Men of Today" a remarkable chapter on the value of a college education. The figures were so striking that two years ago I undertook to trace them to their source and to verify them. After a considerable correspondence I learned that the facts were first gathered by Professor S. M. Fellows, of Fayette, Iowa. Doctor Fellows has just sent me his revised statistics. He shows that of all the members of the House of Representatives 32 per cent. have been college graduates; of the United States Senate 46 per cent.; of the Vice-Presidents of the United States 50 per cent.; of the Presidents of the United States 57 per cent., and of the Chief Justices of the Supreme Court 71 per cent.

To see the full significance of Doctor Fellows' figures you must remember that only about one-fifth of one per cent. of our people are college graduates. One man in 500 completes a college course. If the college-bred men furnished Congressmen in proportion to their numbers, they would therefore furnish only one

fifth of one per cent. They furnish, however, 32 per cent. It is apparent, therefore, that a college education increases the opportunities of young men for gaining a position of influence equal to that of a congressman a hundred and sixty fold. By the same method of calculation a college education increases the opportunities of young people for reaching a position of influence equal to that of the President of the United States 285 fold; and for reaching a position of influence equal to that of a Chief Justice of the United States 355 fold. Similar statistics have been gathered by another investigator in regard to the success of college bred people in the professions, and especially in literature where women may compete with men. These statistics also show equally great advantages for the college-bred over those who have not received the discipline of the college. I am sure, young people, that you cannot afford to neglect the means which will give you from 160 to 355 times as many opportunities for enlarging your influence and securing success in life as you would have without a college training.

Doubtless many of you will think that you are not able to go to college. If you are in earnest in desiring an education, and are willing to make sacrifices you can pay your way as you go along. We have scores of young people at Delaware who are earning their way in whole or in part. Many of them did not have \$50.00 and some of them not even \$25.00 when they came to us. Some of them manage clubs for other students; some secure work from the citizens; some live in homes where they work for their board; some secure agencies for the sale of various articles; some attend college for awhile and then teach for more funds. These self-educated young people usually become our best students and win the largest success in after life.

I fear my appeal thus far has seemed to you selfish. My chief reason for desiring you to secure an education is not that you may secure a higher position in the world, but that you may be more

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useful. It was educated men who achieved the conquest of England under William of Normandy. "It was the higher education that unified our ancestors in the fourteenth century when Wyclif and Chaucer taught England her tongue of melodious energy, with which to order the march of latter ages. It was the higher education which lifted Scotland to a position among the princes of thought. Not otherwise was it when Oxford students of the last century helped God turn a corner in human history." It is because God has made you American citizens, and because he has destined America to become the leader of the world in the twentieth century that I want you to secure the largest preparation for your providential tasks. Line up with the leaders. Fill your soul with the ambition of the Cambridge college youth, John Milton, and may you be "inflamed with the study of learning and the admiration of virtue, stirred up with high hopes of living to be brave men and worthy patriots, dear to God and famous to all ages."

PRES. J. W. BASHFORD.

The Junior Class will be represented on Field Day by at least five members, Robinson, Twitchell, Marshall, Seiler and Pittinger. If you do not compete yourself try to help those who do.

Prof. Meck asserts that we can have no positive knowledge of anything and this is very often demonstrated in the Physics Class to his entire satisfaction.

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* * *

First of all we desire to refer our readers to the advertisers of this issue. They are business men who are especially worthy of your patronage. They have patronized us. Let us appreciate the kindness in a practical manner and patronize them, thereby extending, together with the editor, our most sincere thanks.

* * *

The present year is the third milestone in the history of our High School journalism. The edition has been formerly known as the "High School Times," but owing to the fact that the publication was annual and largely devoted to a review and fit conclusion of the school year it was deemed proper as well as advantageous to give the paper its real name, that is, "The High School Annual." We do hope that this change, together with the change in form, will be met with hearty approval. The latter change was made entirely for the sake of convenience both to our subscribers and publisher.

* * *

There has always been a great effort made by the management both to satisfy and benefit and we do think that this year's issue will by no means fall short. Contained in it are articles that pertain to those subjects which are certainly of interest to High School students, and all interested in High School work. For example it has been made to represent college life as nearly as possible, to review in an interesting way our past year's work, to inform concerning and to promulgate the closing events of the year;

and last, but not least, to represent what constitutes the highest education.

* * *

The Editor desires to express his personal gratitude to all who so kindly contributed to the success of this year's issue and furthermore to those who contributed to the success of the two previous issues. Such kindness will ever be appreciated and it is the hope of the Editor that another three years of High School journalism will be equally encouraged. It means work but no less does it mean pleasure and benefit. May the Mansfield High School never be without its Annual. May it live and grow with the school and may the past three years be at least a foundation for something better.

The Senior Class.

Twelve years of school life are about to be completed by another class. That event so long an inspiration is about to be realized and the satisfaction of success that clusters about the individuals of a senior class is about to be experienced. The opportunities of our past years will ever be remembered and the improvement of them we will long employ in our future vocations. We have passed through a course of preparation. We are prepared for something better and higher. All know the essentials of success. All are hoping for success one for another as well as for themselves, and with abundant blessings may each enjoy a successful life. There is connected with our departure, however, a deep feeling of gratefulness, first to our superintendent, and instructors, second to our state and nation, and third to our Almighty God.

Ashlandism.

The attitude of the Ashland and Mansfield High Schools with reference to each other has greatly changed during the past two years. First impressions have certainly changed, and it seems that the foundations for friendship have by some

means been shattered. When the Ashland students were first invited to attend and compete at the Mansfield Field Day exercises, they apparently were possessed of a much different calibre than was subsequently realized, for whether the students of Ashland had reasons to become dissatisfied or whether they did not they certainly had no reason to become overbearing and repulsive. It seems that they were given a crumb and therefore attempted to take a loaf. The privileges also that were tendered them seemed to have been followed by abuse rather than appreciation.

Ashland won the pennant of '96 and for this they were justly congratulated by the Mansfield High School. They won the day, all must and do admit, but they did not win the pennant of '97. Mansfield won this pennant with as much fairness and skill as it was previously won, but it seems that Ashland will never admit this statement as true. Is it possible that conceit has lead to disappointment? Is it probable that because force did not win an attempt was made to both misconstrue and destroy the real purpose and pleasure of our second annual Field Day? Such is hard to believe, but appearances are certainly strong. "Actions speak louder than words."

The correspondence that appears below may be of much interest. The letters were not written for publication, but their source and their expression is most certainly worthy of the public eye. They are, to say the least, one evidence of the Editor's attempt.

DEPARTMENT OF STATE, }
WASHINGTON, April 17, 1898. }

Mr. Randolph Y. McCray.

Dear Sir:—Your note of the 5th inst. is received and has been read with attention.

I would gladly comply with your request, but am now so much occupied that I could not take the time necessary to write a letter that would be worthy of publication. Very truly yours,

JOHN SHERMAN.

LOUISVILLE, KY., April 11, 1898.

Dear Professor Lyon.

I intended to write the paper for which Editor McCray asked me, but I have been so snowed under with work that I could not find the time. In addition I am now under foot with rheumatism in my writing arm.

I am sorry to be unable to oblige you. Ohio educators have been so kind to my books that I dislike to be unable to grant any request coming from such a source.

Very sincerely,

REUBEN POST HALLECK.

***God Lives—The United States Has
Acted—Cuba Will be Free—
The Present Crisis.***

Our nation is again engaged in another war in behalf of humanity. It seems that we are most certainly a people whose motto is "freedom." First America, second the negro and finally Cuba. This the Cubans do greatly deserve. They have tried to free themselves for many years. They have suffered and endured. They are still prepared to continue their warfare. They for this are worthy of our praise and our nation's aid. Peace is dear, and much to be preferred. It is a mark of civilization and has been most bravely sought for by our government in preference to war, but since peace cannot be a factor in the disposal of the Cuban question, war must follow for the preservation of our nation's honor and the cause which we represent.

Long will the recognition of the Cuban republic be read in history, but longer will the intervention that has been made be remembered and recognized as both just and proper. The blood that must be shed will bear its fruit and those who bleed will be rewarded. Our cities are now covered with flags and our hearts with patriotism. The spring of '98 will long be associated with war versus barbarism and cruelty in behalf of the highest object that nations can represent.

"Our watchward, United States expects every man to do his Spaniard."—Life.

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CLASS NOTES.

CORRESPONDENTS:

1899.
WILLIAM POST.
RUTLEDGE SHAW.

1900.
LUCY STEIN.
CECILIA REMY.

1901.
LOUIS BARR.
ANNA MILLER.



WAKE UP!!

1899.

We, the members of the B Class, are nearing the end of our High School life. With but one more year before us let us endeavor to improve every opportunity which the High School affords.

The latest scientific "fact" promulgated by the B Class is that an egg is a vegetable.

Doctor Minnie S. Meister's Celebrated Cold Cure: Onions boiled in molasses, Dose, four or five tablespoonfulls as often as desired. Warranted to cure,—if used long enough.

"Spring, spring, most beautiful spring,
How gladly we greet thee.
Thou art welcome for many a thing.
And with joy art hailed by me."

The author of the above poetic effusion to Spring desires for obvious reasons to remain unknown, but for further information concerning Spring you might call upon a certain young man whose name happens to be Edward.

The members of the B Class who go to Miss Bishop's kindergarten were promoted last month and introduced to the intricacies of manipulating the bean bag.

The question now pending in this class is whether "Jack" Day will ever stop growing. He recently claimed that he grew three-fourths of an inch in 18 days.

It is said that John Robinson is confident that the big fish are not always the best, but that once in a while a little "Minnie" can be found that excels all others.

Miss Cornell imagines that she can hear Cicero groan nearly every time the B Class attempts to make a Latin recitation.

It is difficult to discover just what opinion Miss Hill has of the ability of our class. One day she will tell us that we are the worst class she has ever had, and the next one would think from her remarks that no class has ever had half the ability of our own.

We regret greatly the absence of many who were with us last year. Some have gone to college, others have left to begin the actual work of life, while others have left for various reasons. We wish them all success in their undertakings.

It is stated on good authority that the membership of this class will not be lessened on account of war.

Little Joe Schlosser and his capacious dinner box are still inseparable friends.

The girls should have a good supply of refreshments for the Field Day reception as the B Class boys will be there in full force.

Looking forward into the distant future we behold, in our mind's eye, May Snyder as the foremost advocate of woman's rights and Pearl McFarland, A. B., N. Y. Z., instructress of Latin in one of the leading seminaries.

It was night. The wind howled as if trying to sweep away the foundations of

the earth itself. The rain fell in torrents. Suddenly above the roar of the storm was heard a cry of anguish. Running to the spot from whence the cry came we found a young man with disheveled hair and seemingly in the last throes of despair. It was only Howard Twitchell endeavoring to fathom the mysteries of Cicero.

It is to be hoped that very few, if any, of the present members of the Class of '99 will be missing when we take up our last year's work in this school.

1900.

Boys.—"Men able to rely upon themselves."

Girls.—"Thou large brained women"

When we entered High School we were the largest as well as the brightest class which had ever entered the building and we have retained this reputation although we have lost nine of our members this year. Florence Thomas, Clara Beck, Edith Cline, Florence Wilson, Carrie Fildes, Irene Wolfe, Leone Mercer, Fern Mitchell, Ira Rogers.

It is pretty hard on a person when he is using large words fluently to have Miss Hill sweetly say, "Please recite in plain English." So thinks Paul Miller and he has had experience.

Is a certain Ashland young man still hunting May bells?

We all regretted very much to lose Ira Rogers but perhaps no one wore such a "lost my best friend" expression as Helen.

Some people are never noticed except when they make a noise.

Leona Burneson's favorite bird is the "Martin."

Speaking of birds we might say right here that Susie Stewart prefers the "Bar(t)ley" bird.

Of all the various nuts Dale's favorite is the "Hazel."

Samuel Burson doesn't enjoy burdens but he does like to "Carrie."

Harvey Comin.—"Of linked sweetness long drawn out."

Some of the members of the C Class need to polish up their knowledge of Parliamentary Rules before another class meeting is held.

Kenneth is very fond of dancing especially the two-step, and he takes the "Hull" of it every time.

"Exceedingly well read" is applicable to John Marlott.

The proverb says, "Affectation is a deformity." How about "France?"

The statement made by our president in a recent class meeting to be "Wise" in our choice of a delegate to represent us in the literary contest was somewhat ambiguous.

When Miss Housel calls upon a certain person who signs his name "———," his mind is often absent, notwithstanding which he always knows something about the question asked.

Harry Lowery is contemplating a fishing excursion to the "Merrimac" soon.

Our forest-born Demosthenes—Boyd Crouch.

The results of the efforts of some of the C Class in the newly instituted branch of model and object drawing are surprising.

The boys of the C Class would extend Mr. Bennett a vote of thanks if he would inform them of the way in which he preserves the immaculate polish of his shoes.

A drop of "Ink" will make a million think.

The C Class has the honor of having a member who has been 100 in deportment ever since she entered High School.

There is one point on which Paul Miller does not agree with Macaulay, that is, "The end must justify the means."

The English section of the C Class was treated to several erudite talks on psychology by Mrs. Mills.

If you want to know where anybody was "last night" just inquire of George Jameson.

1901.—English.

We miss those who have withdrawn.

In Miss Cornell's room "methinks I heard a sweet voice cry, 'sleep no more.'" Ray Stone.

Prof. Meck tells us that one's equilibrium is disturbed when he looses his avoirdupoise.

It would be well for several boys of the physiology class to keep in mind the quotation, "Taste the joy that springs from labor," especially when frogs are wanted for experiments.

Pussy the First had her heart cut out and the girls say "This was the most unkindest cut of all."

Ernest Hautzenroeder and Clyde Hale, the long and short of the class, had much difficulty during the winter months of school in getting on their overcoats.

Several young ladies of our class think they are pretty, but their photographs answer from the negative.

Four members of our class will be in the track team.

Delia Miley loves the "Nois"(e) of Cleveland.

Clara Smith is always studying the Island of (Crete).

Nellie Pittenger is an expert bean bag thrower. Nellie, why not enter the ball throw June 14?

The D Class has made an excellent start; keep it up, encourage each other, have a class feeling that shall make the last years of our school life the most enjoyable.

The occasional crashes which come from Mrs. Mill's room are caused by the bad breaks made by members of the literature class. In Hawthorne's Great Stone Face, "the coach whirled around the corner and the crowd beheld the ugly physiognomy of Old Gathergold sticking out of the window." When the pupil was asked what the sentence meant he

replied, "He had his feet hanging out the window."

1901.—Latin.

Hurrah for the Class of 1901!
We're not illustrious, we're not renowned;
But we are faithfully plodding on,
Climbing the ladder round by round.
Freshmen all, loose not your valor.
Strive to reach that goal where fame
Waits to crown our every effort.
Never faltering, never wavering, make success your aim.

The Class of 1891 began its High School life with 106 pupils, but during the course of the year quite a number have withdrawn, and we now enrol about 95.

Mr. Meck and Miss Snyder think that the class as a whole do excellent work. Miss Cornell tells us that we can do better, while Miss Housel says, "The work by some pupils in Latin is so poor that they will never see Caesar.

If Bess Boughton is contemplating the changing of her abode, we think she can secure Cotter's transfer line free of charge.

"The sufficiency of my merit is to know that my Merit is not sufficient."—Edwin Meese.

There is nothing that Jessie Lemon enjoys so much as "Plank" walks.

James McClelland is no longer seen at his accustomed place for he has severed his connection with the High School. James still considers "Cole" the most precious mineral.

Ila Neal's favorite bird is a "Jay." Strange, isn't it.

According to Robert Bradford, the rainfall in this day of great inventions and modern improvements, is measured with a rain "gog" (gauge.)

Why Don't You Ride



a Wheel to School?

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Mansfield, Ohio.



Alumni Correspondents.

*Elizabeth Fisher, '94; Flora Hartman, '95;
Emma Bowers, '96; Halle Fulmer, '97.*

1894.

Four years have passed since the Class of '94 bid adieu to the local High School. With the class motto, "We'll row, not drift," stamped deeply upon each mind, the members stepped out into the world, each aiming to be an example of upliftment to those who might be associated with them in the future.

Time has dealt gently with the various members, but it might be wise to tell to the world the whereabouts of this class.

Burr Gongwer is busily engaged informing people of all important news of the day.

Charles Race is kept busy attending to the ills of the public.

Edith Bloom divides her time between teaching and attending school in Oberlin.

Anna Boyd, Lena Dorman, Margaret Hayes, Anna Jesson, Ervilla Laughlin, Florence Robinson, Annetta Smith, Bertha Settlemyer, Elizabeth Fisher, Athena Brook and Mary Statler never were matrimonially inclined and have become teachers in the public schools.

Daisy Cunningham is teaching in the kindergarten and is a favorite among the children of her classes.

Lulu Frank and Mabel Ward were al-

ways timid and since graduation have sought shelter in their fathers' home, but even the most timid have been induced to leave parental shelter for something better.

Lulu Rummel is visiting in California and she leaves behind one who thinks the distance between California and Mansfield exceedingly great.

Lizzie Nunmaker followed the persuasions of her "Will" and is now Mrs. McGinty.

Charles Brown, Orra Hursh and Richard Barr are eagerly striving to quench the wonderful thirst for knowledge they have.

Mrs. W. Holmes and Mrs. C. Stevens are practical housewives, and any one contemplating to follow their example will receive excellent advice in the culinary art by calling upon them in their homes.

Arthur Strock is now an eastern business man.

The best critics report that Harry Ink would make an excellent "support her."

Hermine Reinewald, for two years, taught German in our schools, but poor health caused her to give up her work. We wish Miss Reinewald a speedy recovery.

1895.

A little sketch of the Class of '95 will certainly seem very uninteresting. That class without *one* boy to honor its Commencement Day and to share the work and fun, the joys and sorrows of its senior year. But it was called the "Jewell Class," and not without good reason, for one cannot help feeling proud of some of the noble girls of the Class of '95; the last class which entered the old High School on West First street, where we spent our Freshman year before entering the new High School in '92, and where we had some jolly times, for there were boys in our class then, but they all left us before we reached the Senior year, though we still like to consider them boys of '95.

Three months after graduating our class of 26 girls assembled with sad hearts to

bid farewell to all that was earthly of our dear school-mate, Emma Shocker.

Already five of the girls have decided and started upon their duties for life as housewives. Avis Keffer, Lauretta Davis, Tillie Spamer, Aleen Niman and Harriett Hull, all still residing in Mansfield, but Harriett, whose home is in Kansas. Eleanor Geddes now resides in Missouri.

The girls who have become teachers in the public schools are Mary Durbin, Harriet Bristol, Margaret Feldner, and Grace Palmer.

Jeannette Hedges, Maud Moser and Fannie Martin, after graduating from business college are now efficient book-keepers and stenographers.

Miss Duey Wolff spent several seasons in Washington and Miss Flora Hartman in New York city studying music. Miss Carrie Kerr is now attending Mt. Vernon Seminary at Washington. Misses Mabel Mell, Laura Cairns, Mary Moore, Grace Wheeler, Myrtle Keiser, Lulu Hardridge and Bertha Spitler still number among the young ladies of Mansfield and help keep up the social life of the city. Miss Carrie Onstine now lives in Detroit, Mich.

1896.

Since that memorable time when the members of the Class of '96 stood together to voice their farewell song, and the last tie which bound them together as a class was severed, they have never met as one harmonious whole.

In the chain of membership there were 28 links. The first link to be separated from this chain was James Saunders. He left the city shortly after graduation and has not been seen since by any of the class.

As the years elapse still other links are separated from the chain. Edgar Princehorn is seeking his fortune in the west. He is probably following the advice of Horace Greely, "Young man, go West."

Edna Ritchie is also for the present in Lebanon, Nebraska.

Although the Class of '96 is not phenomenal, still it has a peculiarity which distinguishes it from other classes which

have graduated from the High School, that is, its educational bent of mind.

Daisy Barker is still industriously pursuing a course in the Oberlin Conservatory of Music.

Russell Jameson is about to close his second year of college work at Oberlin. He has never lowered the high standard of scholarship which marked his career in the Mansfield High school.

Irene Jones is doing remarkably well at Wooster College, and has never regretted her choice of educational institutions.

Will Voegele, Jr., and Charles Benedict are attending the Ohio State University at Columbus. Both expect to take up law as a profession.

Three of last year's normal class, Birda Etzwiler, Ada Bollman and Amelia Miller, have been given their much desired schools. Rose Cherry, Ordella Ottinger, Emma Bowers and Jessie Bradford are still waiting. But "All things come round to him who only waits." "Let Patience have her perfect work," might well be applied to them. Luella Hipp used to belong to the list of "prospective teachers;" but perhaps she grew tired of waiting. At any rate we were surprised when we learned that she had settled her fate by deciding to form another "Home, Sweet Home." Now that a path has been opened in this direction, who will be the next to follow?

Carrie Proctor and Rosa Meister have been taking the normal course this year, preparatory to becoming teachers.

Alice Palmer continues teaching in the vicinity of Mansfield, with her usual success.

Laura Jolly has several private pupils and enjoys her work.

Lela Sloane has found her vocation. She makes a delightful stenographer.

Charles Merrill keeps busy doing various things. If you happen to meet him on the street you will notice that his manner is always alert and businesslike.

[Continued in col. 2, page 18]

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MANSFIELD, OHIO.

Alumni Correspondents.

[Continued from page 17.]

Edna Ward, Anna Krause, Myntie Foltz and Carrie Nixon have been kept busy by home duties. We have received a hint that Carrie Nixon has formulated plans which will mature in due time.



George Runyan is not at present attending college at Delaware. We have it from a reliable source that it is not because he lacks interest in obtaining a college education but for various other reasons.

Our class has been proud of the fact that it has been one of the largest classes to graduate from the High School. But we can no longer stand as a class of 28. As the Class of '96 comes before us in review, there is a vacancy which only Earl Rodney Smith can fill. His was such a bright, cheery, congenial nature. His life did not make merely a passing impression upon his classmates, but one which will last. Our reflections upon the past history of the Class of '96 will ever be tinged with sadness, and a deep sense of loss. But the future will always hold bright hopes of a happy reunion.

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FIELD DAY.



ASHLAND WENT.

Ashland—(At our '97 meet)—“Our way again Mansfield, in everything, or we'll go home.”

Mansfield—“Well! Go then! Go home! ‘Go to Ashland,’ where you belong.”

Ashland—“Well! —1! —1!”

This event, towards which the High School looks with impatient eagerness, occurs on Tuesday, June 14.

The boys of the school decided instead of assuming complete control over Field Day this year, as in time past, to form a circuit of several neighboring High Schools, giving each school equal rights and privileges. By this arrangement there would be no cause for objections or complaints on the part of the visiting schools regarding the financial part of the contest. With this end in view a circuit of the following schools was formed: Marion, Bucyrus, Tiffin, Mt. Vernon, Wooster and Mansfield. It was arranged that the business necessary to the carrying on of Field Day should be done by a central committee, consisting of one member from each school.

This committee decided on the follow-

ing list of events: One hundred yard dash, one-half mile (bicycle), one mile run, base ball throw, one and one-half mile lap (bicycle), one hundred and twenty yard hurdle, fifty yard slow race (bicycle), two hundred and twenty yard dash, 16 pound shot put, standing broad jump (with weights), eight hundred and eighty yard dash, running high jump, running broad jump, twelve pound hammer throw and pole vault. In this list the mile run and pole vault are new features, while the customary 440 yard dash is omitted.

Mansfield will be represented in the contest by the following track team:

100 yard dash—L. Barr, J. Robinson, W. Marshall and W. Wise.

High jump—W. Marshall, J. Robinson, R. Fisher and H. Twitchell.

Half-mile and mile runs—R. Cox, H. Twitchell, L. Barr, E. Arnett, R. Smith and M. Young.

Bicycle races—E. Sawhill, W. Wise and Roasberry.

Broad jump—W. Marshall, R. Fisher, J. Robinson, R. Smith and H. Twitchell.

Pole vault—E. Preston, W. Wise, W. Marshall and C. Robinson.

Shot put and hammer throw—A. Krause, M. Pittinger, J. Robinson, H. Twitchell, W. Wise and R. Fisher.

Slow race (bicycle)—F. Baxter and C. Seiler.

Ball throw—J. Young and R. Fisher.

Standing broad jump (with weights)—R. Day, E. Preston, R. Fisher and H. Twitchell.

Hurdle race—R. Fisher, W. Marshall and J. Robinson.

220 yard dash—L. Barr, E. Arnett, W. Wise, W. Marshall and J. Robinson.

With this track team we propose to win the pennant. Enthusiasm this year seems

SOME REPRESENTATIVES OF
 '98. MANSFIELD'S TRACK TEAM. '98.



SLOANE	BARR	TWITCHELL	CON.	PITTINGER.
WISE	ROBINSON.	DECAMP	ARNETT.	MARSHALL.
PRESTON		Trainer.	SAWHILL.	FISHER.

greater than ever and it is sincerely hoped that Field Day will prove a success from every standpoint. All the schools in the circuit are (all) going to send over large delegations to assist their respective teams to carry off the pennant and surely our home team will have plenty of support in that line.

In last year's "Field Day," Mansfield won sixty-eight and one-half ($68\frac{1}{2}$) points out of a total of one hundred and twenty-two (122), while Ashland, the victor of the preceding Field Day secured only six. Marion, our foremost competitor, thirty and one-half ($30\frac{1}{2}$), Wooster fifteen (15) and Shelby two (2).

The winners of the various events and their respective records were as follows:

100 yard dash, Bingham, of Marion, $10\frac{1}{4}$ seconds.

One-half mile (bicycle), Wise, of Mansfield, 1:10.

Base ball throw, Fisher, of Mansfield, $259\frac{1}{4}$ feet.

120 yard hurdle, Ash, of Ashland, $17\frac{1}{2}$ seconds.

50 yard slow race, Seiler, of Mansfield, 3:56.

2 mile lap race, Hamilton, of Wooster, 5:34.

220 yard run, Vestal, of Marion, $23\frac{1}{2}$ seconds.

440 yard run, Shauck, of Mansfield, $56\frac{1}{2}$ seconds.

16 pound shot put, Benedict, of Mansfield, 32 feet, 3 inches.

Running high jump, Miller, of Marion, 5 feet $4\frac{1}{2}$ inches.

Standing broad jump (with weights), Preston, of Mansfield, 12 feet, 9 inches.

12 pound hammer throw, McCray of Mansfield, 90 feet.

Running broad jump, Smith, of Mansfield, 17 feet, 4 inches.

Half-mile run, Martin, of Mansfield, $2:13\frac{1}{2}$.

The finishes for second and third place were very close in almost all of the events. Mansfield coming in for her full share. Much honor and credit should be given to the track team of last year and especial mention should be made of the efficient

services of their trainer, Mr. Fred. W. Remy, of this city. With the present track team, it is hoped that we can equal, if not surpass, last year's showing in the events. The team is under the competent management of Mr. John E. DeCamp, a former High School boy, a fine sprinter and all-around athlete, who, it is confidently asserted, will lead our track team to victory.

A vote of thanks is certainly due Messrs. Meck and Lyon for their hearty support and co-operation, without which, the success of our Field Day would be greatly impeded.

KENNETH DIRLAM.

The Student Athlete.

Time was when the student was popularly supposed to be "sicklied o'er with the pale cast of thought," when his demeanor was that of one who had no thought save of books; who pored over musty tomes and found companionship, comfort and solace in the pursuit of knowledge alone. To be robust, muscular, athletic, was the province of the worker at manual labor, of the soldier and those whose pursuits were physical rather than mental.

But times have changed and opinions are different. The habit does not now proclaim the student. The pale, hollow-chested, mentally abstracted individual is no longer classed at first glance with the student. Instead of the intensely mental, there is the moderately muscular young man, possessed of sound mind in sound body, with an animal organism so developed that there is room in it for the best development of mental faculties. While there are exceptional cases in which strong mind and vigorous intellects exist in a weak and debilitated body, how much more potent would be that mentality were it inherent in a strong physical body.

It has been the fashion in recent years to criticize the attention that is devoted to physical training in many of the institutions of learning, but often times that criticism is offered by those who bewail the physical decadence of the rising gener-

ation. The man, who in his boyhood days as a student, did a half day's work on the farm before going to school and another half day's work after school, does not always realize that the work he then had to perform does not exist to be done by modern boy students any more than certain kinds of manual labor are now done on the farm.

Athletic sports, it is true, may be carried to excess, just as labor or any other occupation, mental or physical, may be indulged beyond moderation, or that degree which is beneficial. But this is no argument against such amount of physical culture and athletic training as shall not only develop muscle, but bring that self-reliance and manliness that are inseparable from conscious knowledge of the possession of a strong, well-trained body.

All the learning to be obtained from books is like gold in a spent swimmer's pocket if it be carried by a brain in a feeble and diseased body. Hence all that contributes to building up healthy, vigorous constitutions is to be encouraged.

In the local High School for several years the Field Day contests have created

an interest and a friendly rivalry between the students of neighboring schools that has been productive of good. The preliminary training to fit the young men for the contests of the day is of benefit to them and their scholarship does not suffer from it.

Rivalry exists in all lines of achievements. In business, in politics, in scholarship, in war, in every pursuit of life the highest measure of success is attained through competition, and the annual Field Day of the High School students, bringing into play the best effort of vigorous young manhood, is an institution of benefit to those participating and an aid toward developing sturdy manhood.

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"FRIEND, GO UP HIGHER."

WHO was it that said—"The prevailing vice of old men is AD-vice?" I do not know. It sounds to me very much like the wise speech of some young man just entering upon his high school course, who has barely succeeded in getting in. But without having before my eyes any dominating fear of one who perpetrated such an ignominious pun, I nevertheless do not propose to give any advice to those who read this little article. No man who has brought up six sons of his own, until they have reached the years of from twenty-six to forty-six, will be likely to try giving advice to other men's sons, or daughters either.

But the lessons of his own observation may suggest some things for the consideration of those who are wise enough to learn from other people's experience instead of persisting in learning only from their own. There is an old adage which says—"Experience is a dear school, but—will learn in no other."

High school course finished? What then? In the "Hoosier School Master" is the recorded advice of the farmer's wife to her husband when he was buying land in the early history of Indiana:—"Says I to him—now git a plenty while you are a gittin'." I have known a good many who closed up their course of study at the end of the high school years and never went any farther, who regretted ever afterwards that they stopped just when they were prepared to begin with some prospect of learning something, but I never have known one who went on from that point who was sorry for it. Circumstances may make it necessary for young men and young women to abandon study at that turn; but unless it is necessary, it will be always regretted in future years.

And poverty is not generally a sufficient

reason for leaving off one's education at the end of high school life. When Lord Erskine was asked, at the end of a long and successful career, to tell what he thought was the secret of the success of those who had arisen to the highest distinction in the law, he replied—"The secret of the success of nine-tenths of them was that they were compelled to begin life without a shilling."

The lack of an especially strong constitution is not a sufficient reason for suspending studies at any point. Care for health and the maintenance of good habits of living will carry one through many years of efficient labor in any department of brain work. A class-mate of mine in college was never well a single day in his course of seven years of college and professional studies, but he is still alive and doing efficient work at the age of eighty-one. This man has never known one day of perfect health. Husbanding his physical resources, and using them economically, has been the secret of his fifty-five years' labor since he entered upon his professional life—for he has never suspended his work for even three months during all that period. If I were going, then, to offer any advice to these high school students, it would be in the Hoosier dialect—"Git a plenty while you're a gittin'."

EDMUND B. FAIRFIELD.

Laura B.—I am fully aware that Mr. Gladstone furnishes a very good illustration; at the same time, however, I wouldn't use him for quite everything—cholera infantum, for instance.

Wolves are generally very dangerous, but a certain small boy in the D Class knows of one that is as meek as a lamb.

The Ohio Christian Endeavor Convention.



It is a matter of common occurrence for an individual who conceives a bright idea to secure the co-operation of others and form a society to promulgate his thought and carry it into execution; the interest grows and other societies follow, then a union, then more societies and more unions, then a convention of delegates from the societies who meet to exchange ideas and methods, to create enthusiasm in their common cause and to extend the influence and interest in ever widening circles. Experience has demonstrated that such assemblies, conferences, congresses or conventions are helpful and necessary to the rapid and sturdy growth of any good work, for while the success of an organization depends upon individual effort and responsibility, they in turn require the inspiration, uplift and encouragement to be gained from the assurance that many others are laboring for the accomplishment of the same end, by the same means.

In this era of conventions, those of the Young People's Societies of Christian Endeavor occupy an important position, the State and National gatherings assuming magnificent proportions, attracting considerable attention in the locality in which they are held and echoing from center to circumference of the circle of interest.

The convention for all the twenty-five hundred societies in Ohio will be held in Mansfield, June 28, 29 and 30. In securing which, the City C. E. Union took upon itself a serious responsibility, but one

that it felt safe in assuming because of the many advantages of Mansfield as a convention city—its large and commodious churches, its hospitable people and the gracious and intimate fellowship existing among its church members.

The Lutheran, Presbyterian and Congregational have been selected as the convention churches; the new Y. M. C. A. building will be used as headquarters for the '98 Committee during the convention; the lecture room of the Congregational Church will be used as headquarters of the accommodation committee and the parlors by the reception committee. Headquarters for the junior societies and officers and for the State committees have not yet been selected.

The programme is not complete, but its personnel is rich in speakers of ability and force. Emphasis will be given to the four-fold thought: heart-culture, soul-winning, Christian-citizenship and world-winning. Three simultaneous meetings will probably be held at the convention churches, in the evenings, of equal attraction and interest, so that all who wish can hear comfortably.

If one delegate should attend from each society in the State, there would be twenty-five hundred visitors to entertain, but so large a number is not expected for, while several members will come from some societies, others will not be represented at all, and fifteen hundred is a conservative estimate. This means the assembling of active Christian young people from all parts of the state who are willing to honor the cause of Christ; to march under the banner of the Cross and to *live* for a cause for which so many have dared to *die*. No one fears that the day will ever come in this loved America when Christians will have to prove their allegiance to the Master by dying for him but, if it should, the number of Christian Endeavor graves would be difficult to count for their multitude.

The fact that the delegates and visitors to the convention will pay for their entertainment renders the work of the accommodation committee less irksome than it

would otherwise be to secure places for 1200 to 1500, and those who open their homes to these guests will be benefited financially as well as by receiving the blessing supposed to attend hospitality.

Mansfield should put on her best appearance, decorate her homes and streets tastefully, attend the meetings regularly, welcome the coming guests and honor

them in their warfare against the many forms of sin and their allegiance to "Christ and the Church."

Loved, therefore loving.
Sought, therefore seeking.
Saved, therefore serving.

MINNIE E. MCCRAY,
Sec'y Mansfield C. E. Union.

WISE AND OTHERWISE.

I have heard a great deal of advice given to students. Some of it, if followed, would lead to the skyland of fame; but more of it would lead to the skyland of eternity. In my early youth, an example that was often held up to me was that of Professor Accomplished Slim-diet, A. M. Ph. D., LL. D., whose success was all owing to his having been able to live on crackers and doughnuts at a cost of only thirty-five cents a week while attending college. He was well fitted to live an illustrious life, but the ways of providence are mysterious and he died at the early age of thirty years. It was a very pleasant thought that I might die young and full of titles, leaving a mantle of honor large enough to cover my immediate relatives, and in this laudable enterprise I was much aided and encouraged by my landlady; but the road to greatness can not be trod by all. When it became evident that I could not tread the path of

GLORY AND THE GRAVE

by the way of crackers and doughnuts, I was advised that the goal might be approached by study in late hours. I was told in admiring and awe-stricken tones of a student by the name of Small-hours, whose light was never out till long after midnight and who made it a custom to atone for every hour of recreation by sitting up all night to study. He graduated *Magne cum Lande*, but, as admiration reaching its highest point found relief in a whisper, his brain was too large for his

body, and he is now in Foolcure's sanitarium. Now, I knew that it would be almost as gratifying to my friends to have me spend the best years of my life in Foolcure's sanitarium, because my brain was too large for my body, as if I had filled an early grave, which was sown thick with titles; but some people are of the earth, earthy and can not even understand lofty ideals and noble aspirations. It was suggested at this point, from an altogether different source, that the students who had the best time in school were

THE MOST POPULAR,

the best known, and had the most opportunities to get on in the world after leaving. They could remember distinctly of a student by the name of Giddy Lighththead, who spent the greater part of the time in amusing himself and the rest in scheming how to pass his examinations. His roommate never knew where he spent his evenings, though once he modestly confessed to three dances a week. The girls, even those who were good students, idolized him. As one expressed it, he was so cute he kept them laughing all the time. It was not so much what he said, but he had seven different kinds of giggles and he could walk almost exactly like a monkey. Mr. Lighththead often said he would not deserve all the credit for his achievements in after life, because he would have so many more opportunities than the other boys on account of being so much better known. There can be no doubt that he

soared far above the rest of his class, although his friends can not tell what he has done, as they have never been able to hear anything about him and do not even know where he is. Of course it has been explained that these heights can not be reached by the ordinary student, and it is as well, perhaps, that they can not be. The lights which do the most good

ARE NOT FLASH LIGHTS,

but the lights which have been filled and trimmed for a steady glow.

All honor to the student who denies himself luxuries and even comforts to secure mental culture; but no student has a right to deny himself the nourishing, digestible food, which makes healthy bone and blood, and ganglion and brain. No student has a right to satisfy a capricious appetite with food which is not nourishing and digestible. Better wait, and let the world wait a little longer, until you are physically as well as mentally qualified. Give us well chosen food for the student and there will not be so much dieting later on, or so much need for the well known prayer for the middle-aged, "Oh, Lord, re-liver us."

All honor to the hard and steady student. He is the only kind who is worthy of respect; but no student has a right to use the hours in study or amusement which are necessary for rest. Especially is this true in the years of growth and development. We have heard enough of the mid-day abstinence and the midnight oil. It is the mid-day roast beef and the midnight slumber and the honest day's work that count in "The long pull, the strong pull and the pull all together."

MADGE A. GOLDEN.

A Psychological Discovery.

Teacher—"Now, Mary, tell us, in connection with this subject of perception, how cats go up and down a tree."

Mary (candidly)—"W-y, w-y, I think they go up *head-first*, an-da, an-da, go down the same way."

Mother Goose Up-to-Date.

Sing a song of laundry work,
Baskets piled up high,
Four and twenty dirty shirts
To wash and rinse and dry.
Starch them stiff as leather,
When they're white as snow.
Polish up the bosoms
Till they look "just so."
The girls are in the ironing room,
Ironing cuffs and collars,
The man in the office
Taking in the dimes and dollars,
The boy is on the wagon
Delivering with a rush.
For THE OHIO LAUNDRY
Is "right in with the push."

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Early Spring.

As spring by winter is first ushered in,
Most hearts do rejoice to the very brim,
Some for the freedom and some for the worth,
But all for the meaning and One for the mirth.

Showers of gladness do now hover o'er,
'Cause all are referred to the year just before,
Yea, buds and bright blossoms do now first appear,
To daily remind us of those who are dear.

Books and day-dreams now become true,
'Cause seasons have changed, and souls have changed, too.

By all that we see and by all that we feel,
Our hopes are cheered on, and our lives are made real.

Once wearisome journeys now become "walks,"
And the moon it shines brightly as she to him talks.

First north and then south, first east and then west,
Yes, this is the path that "walkers" like best.

But slow and soft is that steady tread,
Of passions first foot-step on nature's own bed,
'Cause the sky and the stars, they even are grand,
And are viewed by two, as one on the land.

'Tis the change, Oh! the change from winter to spring

That gladdens our mind and makes our hands ring.

But this only happens but once every year,
For which it deserves just one little tear.

Now, as summer by spring is hurried along,
More may be wrote of this little song,
'Cause oceans of joy are then born to view,
Joy, yes, joy, both for me and for you

Our Literary Contest was held May 6th. It was well patronized and greatly enjoyed by all those who attended. The decisions were close, both for the recitation and oration medals, but were won by Anna Shanabarger, of the C Class, and Randolph McCray, of the A Class. The former won the recitation medal and the latter won the oration medal.

Miss Housel said, "If I live to be a hundred years old, I will always remember Louise Abbott." We do not know whether this is due to her mental abilities or to her independent disposition.

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1897 Progress, diamond frame, \$25.00.

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A Prophecy.



It is a perfect June day, the crowd is beginning to gather to witness the events of the eighteenth annual Field Day of the Mansfield High School. At one end of the fine new grand stand, which has lately been added to the old fair grounds, sits a merry party of men and women. Some stranger asks, "Who are those people who are having such a glorious time?" "Didn't you know," came the answer, "That the Class of '97 is holding a reunion here today, they have been planning it for months and months." "O, that is the class that I have so often heard my mother speak of. Can't you point out the different members to me so I can tell her all about them when I go home?" "I would be only too glad to, for I am so well acquainted with them all. They were always a happy set of boys and girls, fond of a good time, and they have made noble men and women. '97 is a class that the M. H. S. may well be proud of. That man with the curly hair is Harry Bell. He is a very successful lawyer here at home, and the lady next to him is his wife. I can remember how he always said 'he would Mary (a) Small wife,' and so he did."

"The sweet faced woman who just came in is Grace Wolfe. She is a teacher of languages in a western college. Essie Meister and Mary Stewart, (your mother will remember them by those names), are talking to her now. Essie and Mary are cousins by marriage; the Voegesles and Meisters are first cousins, you know. The both have lovely homes here in Mansfield, and I hear that Essie is really her husband's 'Meister.'

"That man with the sad, far-away look in his eyes is Bryant Harroun. He was

disappointed in love years ago, but he is a very successful business man.

"Mary Scott is sitting next to Bryant. She married a Methodist minister and is a model preacher's wife.

"That determined looking little woman is Ina Baxter, she always did advocate woman's rights, and this fall we hope to elect her representative to Congress.

"Those two ladies with the camera are Florence Underwood and Nell McGinty, they are among the best photographers of Cleveland, and they are making money, too.

"Four of the members of the class, I think, are not here. Eustace Shauck is in Berlin studying music. Berta Miller went as a missionary to India two years ago, and does not expect to return for three years. Mary Day married a lieutenant of the —th Regiment, U. S. A.; they are now stationed somewhere in Alaska. And Mary Ditwiler, whose engagement was announced the week the class graduated was married soon after; she and her husband are now traveling in Egypt.

"That lady with the red hat is Cora Balliett, who is a teacher of vocal music. I can remember of her saying to me one day that she thought to be a lawyer's wife was the nicest thing on earth. Now she says she would not give up her profession for the best man in America.

"Cora Smith and her husband just coming in. Cora says, 'Even if she can't have all the dollars she wants, she always has Nichols.'

"There is Nellie Wilkinson who looks just about the same as she ever did, but to be Frank, I must say her husband looks younger since he got that wig.

"Those two ladies dressed in black are Maude Johnston and Hattie Niman. Maude is principal of the First Ward school, and Hattie Keeps house for her father.

"The fine looking man who is saying to his wife, 'I'll be back in a minute, Blanche,' is Tom McCray, the Mayor of Mansfield.

"Those two tall men are George Smith and Charles DeCamp. They both have M. D. to their names now, and George,

although he has never taken unto himself a wife, is smiling still.

"The man with the light hair is Claude Shafer, who is a librarian in the Carnegie library.

"Here comes Senator Mabee, and just hear the people shout. Have you read the last speech he made in Congress?

Wasn't it fine? Some one is saying to him, 'I'm so sorry your wife could not come.' 'Yes,' said Alphonso, 'I know Jane Cri(e)d(h)er self to sleep last night because she is in San Francisco to-day instead of dear old Mansfield.

"But the races are over, and I must join the Class of '97 myself."

THE ORATUS.



The Oratus was founded in 1896. The object of the club, as stated in its constitution, is to "develop forensic oratory" and "promote a knowledge of parliamentary procedure." As a means of obtaining this end, debating and parliamentary practice has been the chief work of the club. It is now nearly two years since the club's organization, but the interest in the work has not abated. The club has at present eighteen members and those who are familiar with its workings look upon it as a firmly established institution and an honor to the Mansfield High School.

The club will this year lose three of its most prominent members, Messrs. McCray, Yardley and Cox. These three young men have been members of the club since its organization and their loss will be keenly felt. They will leave the High School and the Oratus to go out into the world. It is the wish of each and every member that prosperity and happiness will stand ready to welcome them.

The new members of the Oratus have taken the most lively interest in every department of the club's work. They have handled the hard political questions in a manner that would command the admi-

ration of all. The retiring members feel that the club will be perfectly safe in their hands.

Too much credit cannot be given to Mr. Meck, who may be said to be the father of our club. His presence has always added dignity and his advice has benefited all. That he has made great sacrifices for the good of the boys is recognized by every member. We most earnestly tender him our thanks.

When "Pa Yardley" gets his war paint on
There's bound to be some fun,
For all who come within his range
Must either fall or run.

Shaw, he clears out and Coxey, too,
With Miller in the van,
For they all know that in debate
"Pa Yardley's" quite a man.

And when the battle's over
And when the victory's won,
"Pa" puts his feet upon his desk
And thinks he's quite a sum.

Mr. Beilstein was presented with a beautiful silver cup by his fellow members in recognition of his faithful services in behalf of the club.

If the shades of Cicero or Demosthenes could have stood within our club walls not long since, and heard Prohib. Miller on Woman's Rights they would have turned and said to each other in one voice, "Where, O where, is all our vaunted reputation."

Kenneth Dirlam has won for himself the title of a good presiding officer. The

way he comes down on a belligerent member is worthy of "Czar Reed" himself.

Miller, McCray and Yardley, the grand "trio of disagreeers."

If Shaw keeps up his steady improvement in debate Hayne and Webster will have to take to the woods.

Griibling, Comin and Barr are the giants of the forest. Pittinger and Robinson are the stump oaks; while the rest are just ordinary, common, everyday specimens, that is, trees.

We are already looking forward to next year's work. Let our cry be "Long live the Oratus." J. R.

A Psychological Surprise.

Supt. (drops in after a trip to Chautauqua)—"Class, I had the pleasure of meeting the author of your text book. He is a very concise and brilliant man. He is also young."

Teacher (instantly)—"I—s he?"

Class—Ha! Ha! Ha! Ha!

Teacher (blushing much)—"Why, you must think I am in the matrimonial line."

The English division of the D Class is not less worthy of mention in the High School Annual than is the Latin division. Many people are of the opinion that English Literature is less important than Latin. This is a great mistake. English Literature is just as necessary as Latin, not only because we learn something of the works of our best authors, but the study gives us a larger range of words and a better idea of our language. We therefore give our time to the study of Literature, committing many a long paragraph, while the students of Latin are faithfully translating long lists of sentences, deriving, no doubt, just as much benefit therefrom. We trust that when we leave the High School we will have profited by four years' study and that our article in the Annual four years hence will show marked improvement over the first one.

ONE OF THE CLASS.

It is said that Hazel Bowers prefers one "Ward" to all others.

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COAL.

Theodore Roosevelt.

An exception to the rule, that only country boys amount to anything, is found in the case of Theodore Roosevelt.

This man, borne in the heart of New York City, surrounded by all the advantages of wealth, and having every environment, which some people tell us hinder a man, has accomplished more for his age than any man in our history, except John Quincy Adams.

Theodore Roosevelt is a Harvard graduate. After leaving college his first position of importance was that of a member of the New York Assembly. In this capacity he was foremost in the fight for clean politics and in spite of the opposition of the bosses he received the nomination of his party for the speakership, but was not elected.

After his retirement from the assembly, at the close of his third term, he was selected as a delegate to the convention which nominated Garfield for president.

In 1886, the year that Henry George carried New York City against Tammany on one side and respectability on the other, but was counted out by Tammany, Mr. Roosevelt was the Republican candidate for mayor, at which time he polled a very large vote.

It was as a Civil Service Commissioner, however, that Mr. Roosevelt first attained national prominence. As president of the Civil Service Commission, he showed a great activity in fighting the hungry horde of office seekers. This won for him both the enmity of the petty politician and the commendation of the right minded citizen. This position he held six years and when he resigned to become president of the New York City Police Board, his retirement from office was viewed with regret by every friend of civil service reform. When Mr. Roosevelt became the head of the New York Police Department it was very corrupt. The police officials all over the country had complained for years that they could not arrest a criminal after he had escaped to New York. The entire

police force seemed to rest on a system of blackmail. The officers who should have enforced the laws spent most of their time extorting money from law-breakers. This state of affairs had existed for such a length of time that the citizens of New York almost despaired of ever having an honest police force. From the chief down the sole object of the police seemed to be to get rich and to do that in the shortest possible time. Mr. Roosevelt soon put a stop to this state of affairs within six months after he took charge of the department; he made it incorruptible. This was not brought about by wholesale dismissals from the force, for comparatively few men were removed, but the man at the head of the department had intelligence, integrity and courage and he compelled dishonest men to be honest.

A little over a year ago Mr. Roosevelt left the police department of New York City and was appointed first assistant secretary of the navy. Here for a short time, he was lost sight of in learning the routine work of the department. But when the present war first threatened us, he again came to the front. The service which he rendered to his country in placing our navy on a war footing is of inestimable value. It was largely as a result of his work that the outbreak of the present war did not find our navy totally unprepared. Not content to serve his country in a civil capacity in war time, Mr. Roosevelt less than two weeks ago, was made a lieutenant colonel in the U. S. army. The regiment to which he is attached is recruited largely from western men and it is very likely to take a prominent part of the present war. Mr. Roosevelt is also an author of some note and has written histories, biographies, and works on western life. As a writer he is pleasing and attractive, yet philosophical and he seems to bring the reader face to face with his subject. To few men is given the ability to succeed in so many walks of life. Yet it is our hope that his success as a soldier will equal his success in the other positions held by Theodore Roosevelt.

CLAUDE R. YARDLEY.

Patriotism in Our Schools.

The condition of a country depends upon the condition of its people. And the condition of its people is largely dependent upon the training and development of its youth. Thus it will be seen that the conditions and feelings of a nation are primarily dependent upon the influences under which the boy or girl is developed, and it is necessary for a good nation to have good patriotism.

One of the first requisites to true patriotism in the United States is that the child be born and reared a true American. While occasionally a foreign-born child may have true republican feelings, the exception is not the rule. For only will a man rebel against his brother when the end is to be the betterment of his own condition.

For the maintenance of a nation's position as a nation, patriotism in its highest form is a necessity. And patriotism can be maintained only when there is given something in return. Recall the history of the rise and fall of the ancient governments. So long as the people received a return for their patriotism, so long the nation prospered and advanced, but when the rulers treated the people as subjects and not as fellow-countrymen, then the downfall and ruin of the government was inevitable.

Come to a later date, when the people were a part of the government, the nation was in a peaceful and prosperous condition, but no advance was made, except under very favorable circumstances.

But come still farther to the history of our own country, when we contemplated the throwing off of the yoke of the mother-country. An improvement of condition was to be the end, and the people were given to feel that the responsibility rested on their shoulders individually. And what was the result? The thirteen colonies were declared a nation and each man in it was necessary for the completion of the whole.

One might ask where and when is such a feeling to be instilled into the mind and

heart of the man? Our answer would be without the least hesitancy, in our public schools, which answers both questions. No time or place is more suited to the development of patriotism than when young and in school, for in an assembly of boys and girls there is always one or more imbued with a feeling of love of country and in displaying it excites the latent spirits in his fellow school-mates. They will turn toward a boy through a feeling of friendship and to a girl through a feeling of shame.

As much as upon the association depend the surroundings. Nothing is more conducive to a patriotic feeling than to see the American flag floating over us and to be in the presence of the pictures of the makers of our history. When one sees the likenesses of Washington, Lincoln, Grant, Garfield and others before him, he cannot help the same feeling that guided them to their utmost to preserve their rights as a free and equal people. The boy should be made to know that he will be a part in the affairs of government, rather than a subordinate.

When at the beginning of our present difficulties and patriotism was at high tide in our High School and when some of our classmates marched away under the protection of the stars and strips, every boy and girl felt that they had a part to fulfill when they saw the soldier-boys marching bravely on.

And for any school or college to attempt to hinder in any way this feeling, such an attempt is the height of an unpatriotic feeling and such a college is not a fit representative of the trainer of the American youth.

Instead, patriotism should be encouraged in every possible manner, by word and by deed, for upon the youth of the country rests its future destiny, and as among our common people will fall the choice of presidents, we should attain as high a patriotic feeling as possible, not only to bring reward to ourselves, but to instill into the hearts and minds of our posterity the feeling which made their forefathers revered and honored, for 'tis to the illustrious dead we turn and point for example. I. MORGAN PITTENGER.

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